

# Faculty Request Form - Spring 2024

## Department/Area and Name of Submitter

English Performance Success/Language Arts, Thomas Ray

### Details on Faculty Positions Requested

\* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Position Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
English Performance Success Counselor	Replacement	3/29/2024	Non-instruction		

### Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

#### A. Instructional Faculty

**1. How does the department use data to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?**

N/A

#### B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served,

student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).

The English Performance Success program provides holistic, embedded counseling services to assist students in choosing an academic goal, creating an educational plan, and exploring careers, and EPS provides ongoing support for students to succeed on their academic path from matriculation through graduation or transfer.

EPS services support historically underrepresented and underserved students who are not included by other programs and who:

- Entered De Anza from adult school or
- Enrolled or are placed in any of these classes:
  - LART 250
  - ESL 234, 244, 251, 255, 261, 265, 272 or 273
  - ESL 434, 444, 451, 455, 461, 465, 472 or 473

Once a student is eligible for the EPS program, they can remain a part of the program during their entire time at De Anza College.

Each year, 1,300 to 1,600 new students are eligible for EPS services.

Through our partnership with the local adult schools, we track students' progress from adult school to noncredit and from noncredit to credit coursework and we report this data for the California Adult Education Program. Over the past three years we have seen significant growth in our noncredit student enrollment, which is indicative of the success of the program and a reflection of how our program has continued to evolve in response to changing legislative mandates and student needs.

## C. Instructional and Non Instructional Faculty Justifications

### 1. How does this request align with the goals in the Educational Master Plan?

This position aligns directly with the following areas within the Educational Master Plan:

**Outreach:** The EMP identified “Continued outreach to geographical locations with historically low college-going rates,” and “Outreach to pockets of potential enrollment growth, including adult learners,” as primary initiatives. This English Performance Success counselor position includes direct outreach to our Adult School feeder programs through regular workshops, counselor training, counseling courses, site visits, and articulation meetings. The counselors in EPS also do outreach/in-reach into all eligible LART250 and ESL courses to raise awareness of the services and opportunities. Because they are embedded with the courses required for the first year pathway for these students, EPS counselors are able to support successful transitions into college-level coursework and completion of college and career pathways.

**Retention:** EPS counselors are embedded in English and ESL in order to provide just-in-time services and support throughout the academic year to increase retention, persistence, and success for historically under-served students. Our counseling services operate on a case model, allowing students to develop stronger relationships with their counselors who they

continue to see throughout their time at De Anza, from matriculation through graduation or transfer.

Student-Centered Instruction and Services: English Performance Success places the individual student directly at the core of all we do. From the moment they first meet with one of our counselors, they are given the one-on-one support they need to succeed not only in their English or ESL classes but in their entire pathway through De Anza. Our EPS model of just-in-time support and wrap-around services is designed to foster student retention and success.

## 2. How does this request align with the College's Equity Plan Re-Imagined?

The English Performance Success program and counselor duties are directly aligned with the College's Equity Plan Re-Imagined. From the outset, EPS was designed to address racial inequities in the success rates of students in English and ESL courses. The program has continued to evolve to keep pace with regulatory changes and increased student needs. The rapid evolution has resulted in significant changes in course offerings, placement, and the addition of noncredit ESL have occurred since its inception. Along with these changes, English Performance Success has updated its mission and scope in order to continue providing services to the students with the greatest needs.

English Performance Success counselors directly address the student success factors by ensuring that students are connected to the college through their strong relationships with teachers and counselors. EPS counselors help students set their goals, and through our case-model services, ensure students stay on the path to achievement. EPS counselors and English/ESL teaching faculty working closely together help students feel that their success comes first.

## 3. How does the program use data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of students, changing environments, other populations served, and evolving institutional and state priorities?

English Performance Success has worked closely with English, ESL, Institutional Research, and Placement to restructure pre-transfer level pathways as a part of AB 705 changes and through the development and implementation of noncredit ESL. New courses and decreased unit loads in both English and ESL have resulted in higher throughput rates for students.

We also track student transitions from area adult school programs into noncredit and credit coursework, and we share that data with our adult school partners and Foothill College.

We are currently pursuing a student/program identifier in Banner that will allow us to track data at a more sophisticated level. Staffing issues have prevented us from enabling the full level of student and program data that we seek in order to measure the impact of different levels of support, such as how students perform relative to the number of appointments with a counselor. Provided we have access to the program identifier in Banner for our students, we expect to implement this higher level of data analysis within the next academic year.

4. How does the position support on-going college operations and/or student success?

EPS Counselors routinely work directly with English and ESL faculty to support our students through classroom presentations, referrals, professional development and collaboration. We dedicate time to being in classrooms to recruit for the program and even provide counseling services immediately when appropriate. We connect students to resources on campus such as the Listening and Speaking Center, Writing and Reading Center, tutoring services, Mental Health and Wellness services, Financial Aid, Rising Scholars, Guardian Scholars, HEFAS, MPS, the Food Pantry, etc. We routinely also refer students to services in the community such as SIREN, Immigrants Rising, 211 (which includes emergency shelters, crisis services, legal assistance, income and expenses and so much more.) Aside from working closely with English and ESL faculty to support our students and their learning, we work closely with our local adult schools to provide a continuum of resources and supports. EPS Counselors routinely present at the adult school students, meet with adult school students to support their transition and success, meet regularly with adult school staff, and work with faculty across the campus to shelter seats in targeted courses to support our dual enrolled adult school students. We also offer counseling classes dedicated to dually enrolled adult school students every Spring.

5. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

This is a replacement position needed to maintain the current level of support for our students. One of our recently hired instructors accepted a position in another department, leaving us with a severe gap in our ability to serve our students. In addition, one of our three remaining counselors is on PDL for spring and fall, further reducing our capacity to serve students. This position is needed to allow us to continue to have counselor visits to the supported classes, to support students with counseling appointment and educational planning, to sustain our ongoing outreach to the adult schools, and in particular to support our rapidly growing noncredit ESL population. This position is essential to the health of the program and aligns with the emphasis on noncredit CDCP courses as a future pathway for the District and College. With ongoing growth in noncredit ESL, the need for counseling services increases. We have identified a success gap between our noncredit and credit students

6. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program.

Prior to the departure of one of our counselors at the beginning of spring quarter, we had four counselors in English Performance Success who support 1,300-1,600 students in approximately 52 LART/EWRT bundle classes and 120 ESL classes each year. Our current staffing levels limit the amount of in-class time counselors can spend doing in-reach to students and faculty. Even with four counselors, we were only able to operate at a modified 'embedded' model, in which some classes are linked to a counseling class, but most of our effort is based on classroom visits and outreach through teachers.

The rapid growth of noncredit ESL over the past three years is a reflection of the vitality of the program and has also put a strain on the counseling staff. With the current state of the budget, particularly in light of the goal of long-term growth in CDCP enrollment as noted in the Budget Town Hall, noncredit ESL will continue to grow and the need to support these students with wrap-around services will increase.

7. Explain how the work will be accomplished if the position is not filled.

Put simply, the work of this counselor cannot be accomplished without a replacement. Without this position, our program will need to cut back either by changing the scope of the program (reducing the levels of students we can support, thereby reducing the number of students served) or by reducing the types of services we provide. This would also harm our equity goals by reducing services to the population most in need while we are simultaneously growing.

8. Other information, if any.

N/A

### Dean/Manager Comments

N/A

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This form is completed and ready for acceptance.